

Miss James
60th Street

THE

COMMON SCHOOL JOURNAL.

Vol. X.

BOSTON, DECEMBER, 1, 1848.

No. 23.

THE MASSACHUSETTS STATE REFORM SCHOOL.

[THIS beneficent institution is about to go into operation, and such is our impression of its vast importance in developing the superiority of that *Preventive Discipline*, which, we trust, is to become more and more the policy of every enlightened community, that we have requested a friend who is well acquainted with the details of its history, to write the following sketch for the Journal. The late hour at which it is received, prevents our doing more than commend it to the careful perusal of every friend of humanity, who will see in the institution the glorious promise that his ardent wishes and most earnest prayers will be fulfilled.]

SKETCH OF THE STATE REFORM SCHOOL.

Our venerated and beloved Commonwealth has just added another to her claims to an honorable distinction among the States of the Union and of the world, by the establishment of the State Reform School. The proclamation of the Governor, issued in October last, gave notice that the buildings were completed, and would be ready for occupancy by the first of November; and we have since learned, that this event will be celebrated by an assemblage of public officers and private citizens, at the Institution in Westboro', on the 7th instant, to hear an address from Judge Washburn, of Lowell, and to mingle their congratulations on the occasion.

As this is intended to be what its name purports, a *school* and not a prison; a place for the instruction of the ignorant, and reformation of the erring, and not a place for punishment; it seems peculiarly appropriate, that some account of its origin and progress to the present time, should be published for the benefit of our citizens.

The attention of many benevolent and philanthropic minds had long been turned to the urgent necessity of some public institution of this character, for it had been perceived that, when youthful transgressors were sent to our Houses of Correction, or—still more to be deplored—to our State Prison, there to mingle and associate with older and more hardened

offenders, the almost invariable consequence was, that, instead of being reclaimed, they became confirmed and strengthened in their vicious practices ;—that they left the prison house, when their term of sentence was completed, schooled and trained by their more experienced associates to continue the career of iniquity on which they had entered ; to pursue with surer step the downhill path which was leading them to destruction, and were thus prepared to carry on, with a more vigorous arm and a firmer purpose, their warfare against the laws and regulations of the social compact.

In some of our larger cities this evil had been partially corrected by the establishment of Houses of Refuge for Juvenile Offenders, as in Boston, New York and Philadelphia ; and to these the Farm School of the city of Boston, located on Thompson's Island, should be added. The published annual reports of these institutions may be referred to, as affording the most satisfactory evidence of the success which has attended their efforts. But no State of the Union had hitherto provided a place of refuge for all the youth residing within her borders, who might stand in need of its friendly aid to succor and to save them. In the language of the Commissioners, in their report of January 12, 1847, the paramount object in view is "The reformation of juvenile offenders ; it is, to take those who might otherwise be subjected to the degradation of prison discipline, and separate them from vicious influences ; to teach them their duty to God and their fellow beings ; to prepare them to earn an honest livelihood, by honorable industry in some trade or agricultural employment ; and to give them such an intellectual education, as will fit them properly to discharge the common business of life."

"In every town there are some, in the cities and large towns many, who exercise no salutary control over their children. Vicious or thriftless themselves, their children follow their example. And, at that tender age, when the mind and heart most easily yield to the guidance of others, these children and youth become offenders against good morals and the laws of their country, hardened against truth and duty, subjecting themselves to the stern penalty of the laws. How often have the hearts of judges and jurors been moved with pity, when they have been obliged to condemn and sentence to ignominious punishment some bright, intelligent boy, who was born and reared under such inauspicious circumstances ! How often has such a boy become a fiend, when he should have been a man,—at war with society himself, and society at war with him ; but yet, who might have been reclaimed by such an institution as the one now proposed, and thus become a good member of society."

On the 16th of April, 1846, resolves for the erection of a State Manual Labor School were adopted by the Legislature. This was the first official action of the State Government on the subject. The Commissioners to be appointed under this resolve, from whose report to the Governor and Council we have just made a liberal quotation, were to select and purchase a suitable farm for the purpose, procure plans and estimates for the buildings needful to be erected, and prepare an Act for the organization and government of the institution, to be submitted to the Legislature of the ensuing year.

After careful examination and inquiry, they selected a farm in the northerly part of the town of Westboro', lying about two and a half miles from the village, through which the Boston and Worcester Railroad passes. The situation is remarkably quiet and retired, though so near this great central thoroughfare of the Commonwealth. The farm lies around the northern border of Chauncey Lake, a beautiful sheet of water containing about 180 acres. The buildings stand on an elevated site, from which you descend by a gradual and uniform declivity to the shore of the lake. From the front of the edifice there is a beautiful view, across the lake, of the village of Westboro' and the country around and beyond it. By this farm and a smaller one, since purchased, and now become part of the establishment, the lake is more than half encompassed. It is believed that all who have visited the spot unite in one opinion, that the Commissioners have been exceedingly happy in their selection, and that another, in every respect so well adapted to their purpose, could scarcely have been found in the State.

By the "Act to establish the State Reform School," passed April 9th, 1847, it is described to be a "School for the instruction, reformation and employment of juvenile offenders." The government is vested in a board of seven trustees, to be appointed by the Governor and Council. In section 4th, it is provided, that when any boy under sixteen years of age shall be convicted of any offence punishable by imprisonment other than for life, the court may, at their discretion, sentence such boy to the State Reform School, or to such punishment as is now provided by law for the same offence. And, if the sentence shall be to the Reform School, it shall be with the understanding that, if the trustees shall deem it inexpedient to receive him, or shall find him incorrigible, he may be turned over to the alternative sentence under the provisions of the preëxisting laws. The trustees have the same power to bind out as apprentices all boys committed to their charge, which by the Revised Statutes is given to Overseers of the Poor.

Section *ninth* directs, that the trustees shall cause the boys under their charge to be instructed in piety and morality, and

in such branches of useful knowledge as shall be "adapted to their age and capacity; they shall also be instructed in some regular course of labor, either mechanical, manufacturing, agricultural or horticultural, or such a combination of these, as shall be best suited to their age and strength, disposition and capacity; and in such other arts and trades as may seem to them best adapted to secure the reformation, amendment and future benefit of the boys." In binding out the inmates, the trustees shall have scrupulous regard to the religious and moral character of those to whom they are to be bound, to the end that they may secure to the boys the benefit of a good example and wholesome instruction, and the sure means of improvement in virtue and knowledge, and thus the opportunity of becoming intelligent, moral, useful and happy citizens of this Commonwealth.

The officers of the institution under the trustees, and to be appointed by them, are a Superintendent, a Teacher, a Steward or Farmer, and a Matron, who is to have the direction of the domestic affairs of the establishment. The number of officers to be increased whenever it may be required.

Two trustees are to be appointed annually, and are to receive no compensation for their services. The school is to be visited at least every fortnight by one or more of the trustees, and to be thoroughly examined, by a majority of their number, once in every three months. The present board is constituted as follows:—Nahum Fisher, of Westboro'; Thomas A. Greene, of New Bedford; John W. Graves, of Lowell; Otis Adams, of Grafton; Samuel Williston, of Easthampton; Geo. Denny, of Westboro'; Wm. T. Andrews, of Boston.

Wm. R. Lincoln has been appointed Superintendent.

At the same time with this Act, a Resolve was passed by the Legislature, authorizing the appointment of three Commissioners to superintend the erection of the necessary buildings. Under the supervision of these gentlemen, Messrs. Alfred D. Foster, Robert Rantoul and Lemuel Pomeroy, an ample and substantial brick edifice has just been completed.

It is situated on an eminence, sloping southwardly towards Chauncey Pond, two and a half miles from the railroad depot, and is designed to accommodate three hundred boys, with a Superintendent and Steward, their families, and the necessary attendants and teachers.

The buildings are all connected and so constructed as to enclose an area for a playground, in the centre of which is a shed for shelter to the boys in foul weather.

The whole front of the building is 160 feet in length, of which the wings are two stories, the centre building three stories, and two towers four stories high.

In the centre building are apartments for the superintendent and his family ; rooms for other persons employed ; the chapel, and the office, which, being lighted from the inclosed area, gives opportunity for constant inspection of the boys while at play. Opposite the office are six solitary dormitories for discipline.

In the east wing, are apartments for the steward and his family, the kitchen, washing and ironing rooms, sewing room, store rooms, hospital, and dormitories for boys. In the west wing, are two large school rooms with contiguous recitation rooms, and dormitories as in the east wing.

In the rear, the second story is one large room designed for a workshop, with a movable partition, that no more room may be warmed than is occupied. It is reached by stairs from a corridor opening on the inclosed area. The first story is occupied by the refectory, which is connected by a door with the kitchen ; by an arched passage way 10 feet wide, communicating with the area, and closed by gates ; by a room for coal and wood ; a store-room ; a bathing room, in which are facilities for cold and warm bathing, and for regular ablutions ; and the water closets, which all open into, or are connected with a drain, that takes *all the wash* of the establishment to a reservoir for compost, built some rods distant.

The dormitories are for one bed each ; the doors all open upon the large hall appropriated to them, and the upper half of each door is composed of vertical iron rods, giving opportunity for oversight and ventilation ; each dormitory has a ventilating flue, communicating with the attic, and so with the external air, and those dormitories which are on the side next to the inclosed area, have windows with cast iron guards, corresponding with the sash of the window.

For those boys who do not occupy dormitories, bunks, standing in the hall in front of the dormitories, will be used ; an attendant occupying a bed in the same hall.

The ground occupied by the buildings measures 160 feet in front and rear, and 200 feet at the wings.

When the buildings are completed and furnished, the farm stocked and the grounds prepared, it is estimated that the whole cost will vary but little from one hundred thousand dollars.

Thus beautifully and conveniently located, thus amply furnished and provided, this noble charity commences its career under the most favorable auspices. Why shall it not go prosperously forward, fulfilling the most sanguine expectations of those who have thus strongly and broadly laid its foundations ? There is nothing, we apprehend, to be feared, unless, it may be, the incompetency of those to whose management it is to be intrusted. If the experiment is permitted to have a fair

trial, it must succeed. Not that all the youth who may be sent there will be reclaimed, and made virtuous and exemplary members of the community. This we do not expect. But, if any considerable portion of its inmates can be stayed in their downward career, and turned back into the paths of usefulness and honor, will not the public agents of the Commonwealth, will not every citizen who has reached forth a helping hand to carry on this benevolent enterprise, receive a full, yea, a tenfold compensation, for all the toil and treasure which have been expended upon it, or which may yet be required for its completion? It is under a deep and abiding impression of the importance of starting rightly in an institution like this, and placing it in the hands of such, and such only, as are fully competent to manage it, that we have ventured upon these remarks. It is with no particular distrust of any of the appointments which have been made. We have reason to believe that the gentleman whom the trustees, after long and careful consideration, have selected as superintendent, is well qualified for the task. His experience in the institution at South Boston, with which he has been many years connected, is a strong recommendation in his favor; and we look to see the State Reform School accomplish what it is designed that it should accomplish, under his fostering and paternal care.

Another and a very interesting feature of this great movement is yet to be noticed. A noble-spirited citizen, whose name is, at present, unknown, except by one of the Commissioners, and one member of the Board of Trustees, through whom he has communicated his wishes and intentions to the Board, has paid the amount of purchase money for the two farms,—twelve thousand five hundred dollars,—and presented them to the institution. The State has caused the buildings to be erected and furnished, after receiving the title deeds to some two hundred and twenty-five acres of land as a donation from him. Nor is this all. He has tendered a further sum of ten thousand dollars, on condition that the State will appropriate an equal sum, to constitute a joint fund of twenty thousand dollars; the income of which is to be applied, under the direction of the trustees, to such purposes as they, in their discretion shall determine. And he has suggested that one of these purposes may be, "Giving aid, in some shape or other, to such boys as may be discharged from school under meritorious circumstances, that they may be enabled to return again to society, without being immediately exposed to those temptations that were, probably, the principal cause of their originally becoming tenants of the institution. The hour is, in all cases, a trying one for a boy when he leaves a school of this sort, and, in many cases, it is in fact the critical period of his

life. A kind hand, therefore, held out to a poor lad just then, even for a short time, may not only secure and confirm to him all the good that he has obtained in the institution, but may place him in comfort and respectability as long as he lives."

The condition has been promptly complied with, on the part of the State, by resolves of the Legislature, passed April 25th, 1848; and the whole sum of twenty thousand dollars has been already placed in the hands of the trustees. Thus has one liberal and benevolent citizen, in his earnest desire to see this reforming experiment fully and fairly tested, contributed the sum of \$22,500 to its aid. We pause not to comment upon this munificent donation. This friend of wandering, sinning, outcast children, who thus generously aids the State in providing for them, chooses that his deeds only shall be known, and withholds his name. We are sufficiently proud to know that Massachusetts is entitled to claim such a man as her son. We can wait patiently till it be his pleasure that we know the honored name of our benefactor.

We have thus given a brief sketch of the rise and progress of this Institution, the first State Reform School established in America; but we cannot close the article without again ascribing, and that too from the bottom of our heart, all honor to the good old Commonwealth of Massachusetts. She founded the first college in the new world, and this too in the feebleness of her earliest infancy. But it has grown with her growth, and though scores, if not hundreds of colleges have since been established, this, our Alma Mater, sustained and endowed by the continued bounty of the State, and by the princely munificence of many of her sons, has sustained its proud preëminence among them all. She set the example of free schools, for educating all the children of the State at the expense of the State, thus diffusing knowledge and intelligence to the remotest borders of her territory; an example which so many of her sister States have since followed, and without which, it is not too much to say, our republican form of government could scarcely have been sustained. She erected the first State Lunatic Hospital, a priceless and enduring monument of her charity; and State institutions of a kindred character have since been springing up through the whole length and breadth of the land. And now, upon this hill-top, she has lighted another beacon, whose fires cannot be quenched, but must increase in brightness till they shall irradiate the whole land, and answering signals shall be seen on peak and pinnacle, to cheer, to guide and to save the unhappy youth who may be groping in darkness, or may have been lured by false lights into the by-paths of error, and sin and shame, through the whole wide extent of this confederacy.

SCHOOL ARCHITECTURE.

SCHOOL ARCHITECTURE ; or contributions to the Improvement of Schoolhouses in the United States. By HENRY BARNARD, Commissioner of Public Schools in Rhode Island. New York : A. S. Barnes & Co. 1848. 8vo. pp. 366.

THIS is the title of a book which has the rare property of showing up both the past and the future ; of pointing out the crying wants of the community, and as effectually pointing out a remedy for them. Any one who is acquainted with the author of the book, his intelligence, assiduity, freedom from educational prejudices, and devotedness to the encouragement of what is fit and useful, will not be surprised that he has, at so early a period of the REFORMATION, produced so complete a manual in a department of education, almost unthought of, until the Board of Education of Massachusetts, in their first Annual Report, declared that no great improvement could be expected in our schools until our schoolhouses were adapted to the purposes of education. The Board at that time published a Special Report on the subject of School Architecture, and to this, much that has since been done may very justly be attributed. The work of Mr. Barnard not only gives the essence of that Report, and of the very useful remarks of Professor Potter and George B. Emerson, in "The School and Schoolmaster," but it has every thing of value that has been proposed by the late Mr. Ingraham, and other pioneers in this new field of improvement.

In a modest preface, the author gives the following account of the motives which impelled him to add this labor of love to his already onerous duties. "The subject was forced on the attention of the author, in the very outset of his labors in the field of public education. Go where he would, in city or country, he encountered the district schoolhouse standing in disgraceful contrast with every other structure designed for public or domestic use. Its location, construction, furniture and arrangements, seemed intended to hinder, and not promote, to defeat and not perfect the work, which was to be carried on within and without its walls. The attention of parents and school officers was early and earnestly called to the close connection between a good schoolhouse and a good school, and to the great principle that, to make an edifice good for school purposes, it should be built for children at school and their teachers ; for children differing in age, sex, size and studies, and, therefore, requiring different accommodations ; for children engaged sometimes in study and sometimes in recitation ; for children, whose health and success in study re-

quire that they should be every day, and frequently, in the open air, for exercise and recreation, and at all times supplied with pure air to breathe ; for children, who are to occupy it in the hot days of summer, and the cold days of winter, and to occupy it for periods of time in different parts of the day, in positions which become wearisome, if the seats are not in all respects comfortable, and which may affect symmetry of form and length of life, if the construction and relative heights of the seats and desks which they occupy are not properly attended to ; for children, whose manners and morals, whose habits of order, cleanliness and punctuality, whose temper, love of study and of the school, are in no inconsiderable degree affected by the attractive or repulsive location and appearance, the out-door arrangements, and the internal construction of the place where they spend, or should spend, a large part of the most impressible period of their lives. This place too, it should be borne in mind, is to be occupied by a teacher, whose own health and daily happiness are affected by most of the various circumstances above alluded to, and whose best plans of order, classification, discipline and recitation may be utterly baffled, or greatly promoted, by the manner in which the schoolhouse may be located, lighted, warmed, ventilated and seated."

This is a succinct history of the evil, and a summary statement of the whole argument for the improvement of schoolhouses. Until within a few years, schoolhouses have been built without any reference to the purpose for which they were used. Our churches, our dwellings, our factories and workshops, our almshouses and prisons, and even our barns and pig-sties, however rude and imperfect, have generally been erected with some regard to their immediate object ; but churches, houses, shops, prisons, barns and pig-sties, have been thought fit places for the education of children, and sometimes have been *prostituted* for this purpose, after they were pronounced unfit for anything else. Now, as a suitable room is necessary to proper instruction in any branch of knowledge, and as children are, to say the least, as valuable animals as any for which men are accustomed to provide, it seems passing strange that those buildings which are set apart for the purposes of education, should have been so utterly neglected. The first twenty pages of the book before us contain extracts from the reports of numerous State Superintendents, showing clearly that from Maine to Michigan the same irrational course has been pursued, the same waste of time, and money, and health, allowed by the parents of several generations of children.

After showing from the highest authority, what it would

seem that no one ever could doubt, that, to educate the young in a proper manner, we must have suitable rooms, and furniture, and apparatus, the author gives a great variety of plans for schools of every grade, illustrated by very numerous engravings, so that they may be fully understood. Drawings of Model Desks and Seats, of various patterns, are also given, and nothing seems to be wanting to enable teachers and committees, who have this book, to commence the work of reform immediately. Much is said by committees, in extenuation of their neglect, of the unwillingness of towns to make the necessary appropriations, but we are persuaded that this unwillingness has generally arisen from a want of information on the subject, which information the committees themselves have not always possessed, or, possessing, have not communicated to the citizens. It is certain that in several towns which had an ill reputation for attention to their schools, an entire revolution has been almost instantly effected by intelligent and active committees, who manfully told the truth, the whole truth, until the truth itself told upon the citizens.

Most parents are willing to spend freely for the gratification and comfort of their children, and when it is demonstrated, as it may be, that spacious and well ventilated school-rooms, comfortable seats, the best books, and other useful appliances are necessary, they will see that the truest economy is to provide them at once. The mischief is that committees rarely spend enough time in the school-room to feel its defects; the parents seldom or never go there to look after their children; the teachers have not remonstrated, as Christian men and women should do, against the incarceration of children in this inhumane manner, and against their own employment as gaolers or task-masters, when they should be teachers and guardians of the innocent victims.

Were we writing a treatise on educational economy, instead of only endeavoring to call the attention of the community to the excellent work of Mr. Barnard, we think we could demonstrate, in facts and figures which would not lie, that it is the true interest of every town to provide the best rooms, the best teachers, the best furniture, and the best books and apparatus for their schools. The mechanic who should occupy an insufficient or inconvenient workshop, hire poor workmen, and use poor tools, would be at once set down for a very silly man; but many towns, so far as education is concerned, seem to act upon this plan. When we have objected that our schools are so imperfectly managed, we have been told that the intelligence, and wealth, and power of New England show that we have slandered the schools, and underrated their usefulness. We are not behind the foremost in acknowledging

the great influence of these schools, but we are inclined to inquire, if so much has been done under such acknowledged disadvantages, what might not have been done, if, in education, as in every department of business, the best means, at whatever reasonable cost, had been employed.

But Mr. Barnard's book is not merely a treatise on school-houses. It contains also much collateral information on the subject of ventilation, blackboards and other apparatus, school libraries, stoves and furnaces, and abounds in miscellaneous suggestions, which are highly important to all concerned in the great business of public instruction. We hope committees will not lose a moment in obtaining the book, and dealing out its facts and principles to their several towns, so that, instead of studying, as they have done, with how little they can satisfy the law, they may try how much more may be done than has ever been dreamed of by the most ardent friends of free schools.

W. B. F.

GRAMMATICAL DIFFICULTIES.

In the "Western School Journal, a valuable periodical that is, we trust, doing much good in the great valley of the Mississippi, is an article with the above title, and excellent, so far as it is calculated to call the attention of teachers to some of the snags which beset the teachers of English Grammar. The sentences containing the *difficulties* seem to have been proposed to a critic for his solution, and, as it is not unusual for one Journal to comment upon the communications of another, it seems to us that the field is open, and no offence ought to be taken if we make a few remarks upon some of the difficulties, and upon the solution of them proposed by the critic.

Difficulty I. "You are not sure of its being *John*."

The critic says, "the construction of the word *John* is not without difficulty, and eminent grammarians differ in opinion as to the appropriate construction of words thus circumstanced. Participles, like the verbs from which they are derived, have the same case after as before them. In accordance with this principle, *John* is in the possessive case, without the sign, *after* the participle *being*, *its* being in the possessive case before it." Wells, Weld and Brown are given as authorities. Then we are told, "Dr. Bullions differs from the above authorities, and insists that the word thus following the participle as a predicate, is in the *objective case indefinite*, and he proves this by substituting a pronoun in the place of the noun, thus; 'You are not sure of its being *me*.' Others say, we should not analyze the words separately, but the whole phrase

should be parsed (and this means *passed*) as one word, being the nominative to some verb or the object of (some) *transitive* verb or preposition."

We remark, 1, That if John be a possessive case, the possessive case is no longer to be known by the apostrophe and s.

2. The rule about cases *after* participles, as cited, would imply that participles *always* have the same case after as before them, which is not correct, the 'case after' being rather an exception than a rule; as, "He, being dead, yet speaketh." Murray's rule, I think, was, 'Participles *may* have,' &c.

3. If *John* is a possessive case, the name of the thing it possesses must be expressed or understood, and pray what is it? John what? John's what?

4. Were the sentence, "You are not sure of its *killing* John," no one would doubt that John was the *objective* case after *killing*. Can any good reason be given why it is not, in the same manner, the object of *being*? We think not, and as this saves us from the anomalies of Wells, Weld and Brown, and accounts for the peculiar objective of Dr. Bullions, we would recommend it; for, *be*, like other intransitive verbs, may sometimes have an object after it; *to be a man*, means more than merely to exist, it means to *act* up to a high standard.

Difficulty II. "*Methinks* I see them now," &c.

"*Methinks*," says the critic, "is an impersonal verb, compounded of the pronoun *me* in the objective case, and the verb *think*, which follows the analogy of some Latin and Greek verbs, and by custom is used with the objective instead of the nominative case, and in the *third* person instead of the *first*. Anomalous and irregular expressions are occasionally found, which usage or custom rather than analogy sanctions, such as, *says I*, *methinks*, *thinks I*, &c. If custom has made these correct, we should parse them not merely by calling them *irregular expressions*, *anomalies*, *idiomatic phrases*, but by describing them as above."

We remark, 1, That we hope the critic does not mean to allow that *Says I*, and *Thinks I*, are authorised English expressions.

2. *Methinks* is only a relic of that olden time, when little or no regard was paid to the cases of nouns and pronouns and the termination of verbs. *Me thinks*, was then good English, as was *him thinketh*; but *methinks*, contracted into one word, has alone survived the reform.

2. If *methinks* means *I think*, as it surely does, it cannot be in the *third* person; and if impersonal verbs are always in the *third* person, *methinks* can not be an impersonal verb.

Difficulty III. "You *had* better go home and say nothing about it."

"*Had go*," says the critic, "is an intransitive anomalous verb, potential mode, imperfect tense," and he proposes to put *would* instead of *had*, whenever it can be done. Dr. Johnson proposed this long ago, and Horne Tooke said he did so "most ignorantly."

We remark, 1, As it is doubtful whether *had* before *rather* and *better* is ever a corruption of *would*, and as *would* can not always be substituted for *had*, we would suggest that, in the above sentence, *go* and *say* are in the imperative mode, as if the order were '*Go* home and *say* nothing about it, you had better.' In this case, the only anomaly is the use of *had* for the *present* tense, but this is no more anomalous than to use *would*, the *past* form of will, in a *future* tense, as, 'It would be better for you to go home,' &c.

2. If it be objected that, in such sentences as, '*I* had better go home' '*She* had better go home,' it would be awkward at least to say imperatively, "Go I home, I had better," "Go she home, she had better," it might be sufficient to say, that it is not unusual to have a first and third person to the imperative mode, although "eminent grammarians" do not recognize them. "Go *we* to the king, our lack is nothing but our leave," is an example of the *first* person, in Shakspearean English, and "Be *they* exalted," "God be praised or be *God* praised!" and similar expressions, are as good *third* persons, imperative, as could be wished.

3. We incline to the opinion, however, that *had* is a principal verb; *rather* or *better* an adverb qualifying it, and *go* an infinitive mode governed by *had*; *go* coming after *had* as it would after *bid*, *dare*, &c. In this case, the construction would be, "I hold it better to go."

Difficulty IV. "But a *Physician*, although *he* be a slave, it is necessary to obey him."

Difficulty V. "The *soul* that sinneth, *it* shall die."

The critic very properly says that these sentences are examples of *pleonasm*, and the words *physician* and *soul* are in the *case independent*. We wish he had said also, that the sentence containing *Difficulty IV.* is too bad English to be tolerated.

Difficulty VI. "This was my business *as* a *philosopher*."

The critic says, "*Philosopher* is in the possessive case, connected by *as* to my, and in apposition with it," and he gives Wells, and Weld, and Brown as his authorities.

Remark 1. Here is another sad case of a possessive without the possessive form, against which we have already entered our protest. The philosophical writers on our language tell us, that *as* always means *that*, *it*, or *which*, and, the construction is, "This is my business, *that* (of) a philosopher"

Difficulty VII. "I was denied the *privilege*."

The critic says, "Such sentences were formerly considered ungrammatical, but now, this mode of expression is so frequently adopted by good writers that it is considered perfectly accurate." Wells, Weld and Bullions are cited as authorities. But Wells says, "In the passive form, the *subject* of the verb denotes the *object* of the action," and the critic says, *Privilege* is in the objective case, and governed by *was denied*.

Remark 1. This sentence is similar to "*I was shown a horse*," a barbarism so common, that no condemnation of it will, I fear, prevent its general adoption. The English of it is, *The privilege was denied (to) me*.

Difficulty VIII. "He died sixty *years* since."

The critic properly says, "*Years* is in the *independent* case."

Remark 1. According to Horne Tooke, *since* is a corruption of *seen*, "sixty *years since*" being equivalent to sixty *years seen*, or *being seen*. As, in this construction, *years* would be *absolute* with *seen*, we see how it becomes *independent*.

Difficulty IX. "They refused to bail the prisoner, *owing* to his former treachery."

"*Owing*," says the critics, "relates to the phrase preceding it," and he gives Wells as his authority.

Remark 1. As the only phrase that precedes *owing* is, "they refused to bail the prisoner," this *refusal* must then be what is *owing*. But the meaning is the same, and the language as correct, if we say, "*Owing* to his former treachery, they refused to bail the prisoner," in which case what becomes of the "*preceding* phrase?" The construction will be best shown by the following arrangement: 'They, *owing* to his former treachery, refused to bail the prisoner;' *owing* being a participial adjective, relating to *they*.

Difficulty X. "This important principle should never be lost *sight of*."

The critic says, this is explained in Wells's, or, as he writes it, Wells' Grammar, but, as we cannot find any thing relating to *of* at the page referred to, we can only remark that "should be lost *sight of*" is equivalent to 'should be lost *from sight*,' *of* and *from* having once so nearly resembled each other in meaning as to be interchangeable. *Sight* is the object of the preposition *of*.

Difficulty XI. "To be permitted to worship God according to the dictates of their own consciences, they regarded as an inestimable *privilege*."

The critic says, "The mode of construing *privilege* has already been explained." As he does not say whether the explanation is under the 6th Difficulty, where *as* occurs, or under the 7th, where *privilege* occurs, we will only submit

the remark, That *as*, in this sentence, is so evidently the *that* of Horne Tooke, that the construction appears evident by substituting *that* for *as*, and saying, "They regarded *that* an inestimable privilege."

We hope our friend of the Western Journal will excuse our preaching from his text, and believe us, very truly, his fellow laborer,

WALLIS.

EZEKIEL CHEEVER.

After the death of this venerable Teacher, one of his pupils preached a sermon, which was printed in 1708, with the following quaint title :

"An Essay upon the good education of children, and what may hopefully be attempted for the Hope of the Flock, in a Funeral Sermon upon Mr. Ezekiel Cheever, the Ancient and Honorable Master of the Free School, Boston, who left off but when Mortality took him off, in August, 1708, in the ninety-fourth year of his age. With an Elegy and an Epitaph upon him."

The Introduction gives the following particulars of the life of this patriarch among teachers:

"He was born in London many years before the birth of New England. It was Jan. 25, 1614.

"He arrived into this country in June, 1637, with the rest of those Good Men, who sought a peaceable secession in an American Wilderness, for the pure evangelical and instituted worship of our Great Redeemer, to which he kept a strict adherence all his days. He then sojourned first a little while, part of a year, at Boston ; so that at Boston he both commenced and concluded his American race. His holy life was a married life.

"He began the laborious work of a School Master at New Haven, where he continued for *twelve* years.

"From New Haven he removed unto Ipswich, in December, 1650, where he labored *eleven* years.

"From Ipswich he removed unto Charlestown, in November, 1661, where he labored *nine* years.

"From Charlestown he came over to Boston, Jan. 6, 1670, where his labors were continued for *eight and thirty* years.

"He died on Saturday morning, Aug. 21, 1708, in the *ninety-fourth* year of his age, after he had been a skilful, painful, faithful Schoolmaster, for *seventy* years ; and had the singular favor of Heaven, that though he had usefully spent his life among children, yet he was not become 'twice a

child,' but held his abilities, with his usefulness, in an unusual degree, to the very last."

After this account of his master, the admiring pupil indulges in the following remarks :

"It is a common adage in the schools of the Jews, *A just man never dies till there be born in his room one that is like him.* So grown a town as Boston is capable of supporting more than one Grammar School,* and it were to be wished that several, as able as our Cheever, might arise in his room to carry on an excellent education in them. *Our Glorious Lord can make such MEN.*"

"But, oh, that Schools were more encouraged throughout the country ! I remember the Jewish masters have a dispute about the reason of the Destruction of Jerusalem, and, among the rest, the judgment of R. Menona was, 'It had not been destroyed but for their not minding to bring up their children in the schools.' Verily there can not be a more threatening symptom of destruction upon us, than there would be in this thing, if we should fall into the folly of 'not minding to bring up our children in the schools.' The Pastors of the Churches must bestir themselves. O, men of God, awake ! and let the cares of our ELIOT for his Roxbury, be a pattern for you !"

These extracts are from the Introduction to the Sermon, but some of the sentiments of the Sermon itself are so applicable to these times, and throw so much light upon the early condition of education and free schools, that, in a future number, we may give a few paragraphs. It would comfort the preacher to know that Eliot's Roxbury is still a pattern town in the matter of free schools ; that a descendant of Master Cheever is at this moment one of the public teachers of Boston, and that the alumni of the Old Grammar School are raising for the patriarch, a monument in the hearts of our children.

W. B. F.

*It must be recollected, that, in the early history of our schools, a Grammar School was a *Classical School*, and not what in Boston is now called a Grammar School.

NEW OUTLINE MAPS.—Fowle's New Series of Eight Maps will be ready in the course of a fortnight. Price \$4.00 a set. Orders may be sent to the Publisher of the Journal.

✉ *All Communications, Newspapers, and Periodicals, for the Editor, to be addressed to West Newton.*

[THE COMMON SCHOOL JOURNAL is published semi-monthly, by WILLIAM B. FOWLE, No. 138½ Washington-street, up stairs, (opposite School-street,) Boston. HORACE MANN, Editor. Price, One Dollar a year, payable in advance.]